

THE IOWA FALLS REMEDIAL READING PROGRAM

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CHAPTER I

INTRODUCTION

In March of 1966 the Superintendent of the Iowa Falls School District made application for federal assistance for the education of children from low income families under Public Law 89-10 Title I.

The financial assistance that was requested was to go, in part, for the initiation of a remedial reading program.

The project would offer reading on a remedial basis for children in kindergarten and grades one through twelve. This original program was to begin in June of 1966 and last for a period of six weeks. The initial plans called for three teachers to instruct in the reading area.

Testing was not used during this introductory program and students were selected for summer instruction by teacher recommendation.

In July of 1966 a second application was made through Title I for financial assistance in conducting a project of remedial reading for the 1966-1967 school year. This program offered remedial reading to those in need from grades four, five, and six and required the work of one full time teacher and three teachers on a part time basis.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to trace the procedure used to develop a remedial reading program within the Iowa Falls Elementary Schools.

This study includes (1) the scope of the program; (2) the screening procedure used to determine which children had the most severe reading problems; (3) the methods and materials used to carry out the program; (4) the evaluation methods and; (5) the conclusions drawn as to the success of the program after one year of operation.

Importance of the study. The reading program was planned by professional people within the school system, using other successful programs and advice of people with experience in the field as guidelines to build a sound pilot program.

After one year of operation, results were studied to determine the over-all success and where expansion and improvements were deemed advisable.

Scope of the study. The study was confined to the remedial reading program offered to the students in the Iowa Falls Public Schools during the 1966-1967 school year.

The study was limited to only those students in the fourth, fifth, and sixth grades that had completed an entire school year of remedial instruction and had completed the entire testing program.

The report of the study was concerned with only those procedures and materials employed by the Iowa Falls remedial program.

II. DEFINITIONS OF TERMS

Retarded reader. The retarded reader is one whose reading achievement is less than that expected of his peer group. To be retarded means to be behind, or to be delayed in arriving. A retarded reader therefore is anyone who is behind in the "normal" or expected pattern of achievement. Obviously this includes all individuals who have achieved less than "normal."¹

Reading disability. The reading disability case is the individual who is achieving significantly below his capacity level for achievement and is a logical candidate for remedial instruction. He possesses sufficient learning aptitude to read better than he is

¹Miles V. Zintz, Corrective Reading (Dubuque: Wm. C. Brown Company Publishers, 1966), p. 23.

now reading. He may be said to have a special reading difficulty. Bright children, even though achieving at grade level, could be reading disability cases since they have sufficient capacity to achieve much above grade placement.¹

Corrective reading. Remedial reading practices applied by the regular classroom teacher within the framework of the daily instruction are termed corrective reading.²

Remedial reading. Remedial instruction provided outside the framework of the total group teaching situation is called remedial reading instruction. If the teacher works with a child or small group outside regular class hours or if a special teacher works with children in special periods, this instruction is technically referred to as remedial.³

III. PROCEDURES

By review of current literature, interviews with the director of the remedial reading program and

¹Ibid.

²Ibid.

³Ibid.

a thorough examination of the records and materials of the remedial department, a conclusive study was made of the procedures used to establish and operate a remedial reading program in the initial year of existence.

It was not the purpose of the writer to make a judgment evaluation of the program, but rather to make a presentation of structure and administrative responsibilities.

CHAPTER II

REVIEW OF THE LITERATURE

A great deal of material is available concerning the mechanics and procedures of a remedial reading program. Authors' opinions on the proper structure and content of a successful remedial reading operation vary. A brief summary of this material will be presented in this chapter.

I. DEVELOPING A PROGRAM

Every teacher in elementary and secondary school classes has, at times, had experiences with pupils who have serious difficulties in learning how to read. This is a very normal situation, but one which requires utmost skill on the part of the teacher who would help such individuals acquire confidence and ability to make progress in this most important aspect of learning.

Remedial teaching was an intricate part of all good teaching. It was an activity that should begin early in the elementary school and should be continued through the upper grades and high school and on into college.¹

¹Glenn Myers Blair, Diagnostic and Remedial Teaching (New York: The MacMillan Company, 1966), p. 3.

The administration also must be aware of the existence of the poor reader and make preparations for providing the time and tools for combating this problem.

A great deal of the effectiveness of the program can be enhanced through the principal's active support which will take many forms. He must believe the remedial reading program is an important service for pupils so that he will consider it in the overall plans of the school . . . He will work out the attendance schedule for the remedial class with a faculty committee so that the pupils will attend class at a time least disruptive to the program in the classrooms from which the children come.

The principal serves as an important link between the remedial reading program and two other groups, the faculty and the general public.¹

Much of the success of any remedial reading program was determined by decisions school administrators made.

Unfortunately, many programs are destined to fail before they are begun because they are poorly conceived.²

The key to a good remedial reading program was certainly related to the competency of the teacher. Kasdon made this comment concerning the choice of the instructor. "I believe that the most important qualification the teacher can possess is that of having been a successful classroom teacher."³

¹Lawrence M. Kasdon, "Establishing an Elementary School Remedial Reading Program," The National Elementary Principal, XLVI (April, 1967), 57.

²Ibid.

³Ibid.

Before administrators could set up the framework of the remedial reading program and before the teachers could establish a curriculum of study they should have established certain guidelines for the remedial reading program. Bond and Tinker compiled the following list of principles for a remedial program.

1. Treatment must be based on an understanding of the child's instructional needs.
2. Remedial programs must be highly individualized.
3. Remedial instruction must be organized instruction.
4. The reading processes must be made meaningful to the learner.
5. Consideration of the child's personal worth is necessary.
6. The reading program must be encouraging to the child.
7. Materials and exercises must be suitable to the child's reading ability and instructional needs.
8. Sound teaching procedures must be employed.¹

A more specific list of guidelines for teaching remedial reading was stated by Harris. They included the following:

1. Start with the most basic central problem.
2. Be flexible in use of teaching approaches.
3. Respect the child's fatigue limit.
4. Have several kinds of activity within one remedial lesson.
5. Provide sufficient review for permanent learning.
6. Provide for some completely individual time for each child in a remedial group.
7. Emphasize the competition of each child with his own past achievements rather than with the other children in the group.

¹Guy L. Bond and Miles A. Tinker, Reading Difficulties - Their Diagnosis and Correction (New York: Appleton-Century-Crofts, Inc., 1957), p. 205.

8. Work toward the gradual shifting of responsibility from teacher to pupil.
9. Work toward the building of independent reading at home.¹

II. THE REMEDIAL PROCESS

There was general agreement among writers that the remedial teaching process was a specialized field that takes a great deal of understanding on the part of the instructor.

Much that is learned in the remediation is learned for the first time. Part of the learning task is to unlearn faulty habits and replace them with effective techniques. To a large degree, the remedial teaching is developmental in that the learner² is learning specific things for the first time.

Zintz listed three basic considerations in all remedial reading:

1. Start where the child is and build security and confidence.
2. Follow the same steps necessary in good first teaching of reading.
3. Build attitudes toward reading that will help the student accept himself and his problems.³

One of the more important jobs of the remedial reading teacher was to motivate his pupils to learn the necessary skills of reading.

¹Albert J. Harris, "Developing a Remedial Reading Program," Education, XXCVII (December, 1966), 204.

²Ibid.

³Miles V. Zintz, Corrective Reading (Dubuque: Wm. C. Brown Company Publishers, 1966), pp. 21-22.

In most cases the child had had a very bad experience and looked upon reading with very little enthusiasm if not fear from past experience of failure.

Ausubel made these observations on the subject of motivating the retarded readers:

1. The selection of initial learning materials should be geared to the learner's existing state of readiness.
2. Mastery and consolidation of all on-going learning tasks before new tasks are introduced so as to provide the necessary foundations for successful sequential learning and to prevent unreadiness for future learning tasks.
3. The use of structured learning materials optionally organized to facilitate efficient sequential learning.

Attention to these three factors can go a long way toward insuring effective learning and restoring the child's educational morale and confidence in his ability to learn.¹

III. SELECTION OF THE PUPILS

Here again the importance of administrative assistance in the remedial program comes into focus. Regarding the selection of pupils Kasdon said:

¹David P. Ausubel, "A Teaching Strategy for Culturally Deprived Pupils: Cognitive and Motivational Considerations," School Review, LXXI (Winter, 1963), 455.

The wise principal will appoint a committee consisting of himself, the remedial reading teacher, at least one classroom teacher, and school psychologist or elementary supervisor to assist in selection of pupils for the remedial class. Tentative selections should be made after some evaluation of the candidates has been made. A general rule-of-thumb is that potential members for remedial reading class enrolled in grades two and three be at least one year retarded in reading and those in higher grades, two or more years in terms of expectancy based on an¹ individually administered intelligence test.

This area of pupil selection shows disagreement, as Blair stated:

Some schools select for remedial training all pupils who fall below their grade norm on the reading test, while other schools select only those pupils who are one or even two grades retarded in reading ability. Some select only those whose reading ability is below their mental ability or their ability in other school subjects.²

Otto and McMenemy added a third opinion to the subject of student selection and suggested that in some cases corrective instruction may suffice.

We have suggested a two year criteria as a rule-of-thumb for making decisions as to whether corrective or remedial instruction should be offered. That is, if the gap between capacity and achievement is less than two years, corrective teaching may be adequate; but if the gap is more than two years, individual remedial help may be required.

¹Kasdon, loc. cit.

²Blair, op. cit., p. 38.

Most obviously, in the early grades the two year criterion is clearly unrealistic. A one year gap between achievement and capacity is probably more significant at, say, second grade level than is a two year gap at the sixth grade level or above.¹

Pupils selected for remedial work should never be systematized or made to feel they are different from other pupils. The special reading classes should not be labeled "remedial."²

IV. TESTING AND DIAGNOSIS

The standardized test was an invaluable tool to the remedial reading program. Writers were very reluctant to rate one test better than another, but all agreed that standardized tests administered properly, with the results handled properly, were necessary to the project.

Blair listed silent reading tests which have proved satisfactory. They have been subjected to actual trial in schools.

1. Gates Primary Reading Test
2. Gates Reading Survey for grades three to ten

¹Wayne Otto and Richard A. McMenemy, Corrective and Remedial Teaching (Boston: Houghton Mifflin Company, 1966), p. 37.

²Blair, op. cit., p. 45.

3. Nelson - Denny Reading Test
4. Iowa Silent Reading Test, New edition,
Elementary Test
5. California Reading Test
6. Diagnostic Reading Test
7. S. R. A. Reading Record.¹

The oral reading test also had its place in the remedial reading program. One of the most informative means of diagnosing a child's word perception skills was the oral reading test. Although oral reading tests yield a grade score, of much greater importance to a skillful examiner, was the kind of errors made by a child when he was dealing with unfamiliar words. The oral reading test was also useful in determining the selection of the silent reading test that was to be used and gave a good opportunity for the examiner to note and to record various speech defects.²

The uses of the standardized test seemed to be well stated by Smith, who indicated that:

Among the valuable uses of standardized reading tests the following might be mentioned. To identify students who are above or below the norm for their grade, to compare the achievements of students over a given period, and to compare the norms of a school or school system with national norms.

¹Blair, op. cit., pp. 27-31.

²William Kottmeyer, Teachers' Guide for Remedial Reading (St. Louis: Webster Division, McGraw-Hill Book Co., 1959), p. 81.

Every classroom teacher and reading clinician should make use of standardized tests, especially for the purpose of having a scientific basis for comparing scores before and after instruction to appraise the amount of growth made. But when the teacher or clinician wishes to find out whether to start instruction with a pupil at primer, first grade, third grade, or some other level, then functional testing with graded textbooks seems to be the most effective measure to use. This functional testing is simply a matter of "trying on" books until the one is found that best "fits" the individual being considered.¹

For the remedial teacher and school administrator to use the standardized test as a complete evaluation tool for their program, would not meet with the approval of all authorities. Traxler, Strang and McCullough had this comment on the subject:

Too frequently a reading program has been evaluated solely by results of a standardized test which may completely fail to measure the particular reading skills on which the student has been working and in which he gained proficiency. To prevent discouragement on the part of the student and of the instruction of the special reading class, if for no other reason, evaluation should be broad enough to include observation and introspective reports, as well as the results of more objective measures.²

The diagnosis of the remedial student was an area of the program that should have high priority. The

¹Nila Banton Smith, Graded Selections for Informal Reading Diagnosis (New York: New York University Press, 1959), p. 7.

²Ruth Strang, Constance M. McCullough, Arthur E. Traxler, The Improvement of Reading (New York: McGraw-Hill Book Company, Inc., 1961), p. 238.

teacher should be aware of the many different reasons for retardation and should do all that is possible to determine the reason for this retardation in each individual student.

Zintz stated a program of diagnosis should include the following steps:

1. Provide a means for the initial referral of cases.
2. Gather all the pertinent data in building a case history.
3. Evaluate the effects of observed conditions upon the pupils behavior.
4. Make suggestions for remedial measures to improve the pupils adjustment
5. Re-evaluate the case at intervals to see if the progress has been satisfactory.¹

Bond and Tinker added the following list of general principles for diagnosis in reading:

1. A diagnosis is always directed toward formulating methods of improvement.
2. A diagnosis involves far more than appraisal of reading skills and abilities.
3. A diagnosis must be efficient-going as far as and no farther than is necessary.
4. Only pertinent information should be collected by the most efficient means.
5. Whenever possible, standardized test procedures should be used.
6. Informal procedures may be required when it is necessary to expand a diagnosis.
7. Decisions in formulating a diagnosis must be arrived at on the basis of pattern scores.
8. A diagnosis should be continuous.²

¹Miles V. Zintz, Corrective Reading (Dubuque: Wm. C. Brown Company Publishers, 1966), p. 157.

²Bond and Tinker, op. cit., p. 126.

The entire subject of diagnosis seemed to be summarized very well by Blair, who stated:

The type of remedial treatment to be given a pupil should depend upon the character of the diagnosis which is made. If physical factors seem to play a part in the disability, medical attention should be provided at the outset

If the diagnosis should reveal that the pupil has low mental ability by nonreading as well as reading types of intelligence tests, procedures should be followed which take this fact into account. Among other things, the teacher will have to depend more than usual on concrete units of experience in developing the meaning vocabulary.¹

There should be no implication that a diagnosis was ever complete in the sense that we "did a diagnosis" and then proceeded to outline a language teaching program on the basis of that diagnosis. To be effective, diagnosis must be continuous.²

V. SELECTION OF REMEDIAL READING MATERIALS

It was again important that the remedial teacher and administration work together in supplying proper materials for the remedial reading program.

In some cases very little was available and in others the financial situation was very lucrative. Regardless, there seemed to be certain guidelines that should have been followed for getting proper materials.

¹Blair, op. cit., pp. 81-82.

²Otto and McMenemy, op. cit., p. 42.

Gilliland had this to say about remedial reading materials:

Although many kinds of materials are of value in teaching remedial reading, and variety is important, the school with limited funds should be sure there is an adequate supply of good reading suited to remedial instruction before investing in other materials. Reading improves mainly through successful reading. Therefore, good books or home-made "reading kits" must come first before the less versatile machines and gadgets.

By careful selection of the materials most appropriate to the reading program planned for the school, it is possible for most schools to have an adequate supply of essential materials.¹

When materials for the remedial reading classroom were chosen, careful consideration should have been given to the interest factor and reading difficulty level. They should have had a high interest and low vocabulary with great variety.

In addition to reading materials, Sparrow furnished this list of equipment necessary in starting a remedial reading program:

1. Tape Recorder
2. Projectors and screen
3. Plenty of paper of all types
4. Paste, crayons, scissors, etc.
5. Radio and television²

¹Hap Gilliland, Materials for Remedial Reading and Their Use (Montana: Eastern Montana College, 1966), p. 11.

²Julia L. Sparrow, "Remedial Reading Programs in Elementary Schools," (Iowa: State College of Iowa, 1966), p. 20. (Mimeographed.)

CHAPTER III

THE IOWA FALLS REMEDIAL READING PROGRAM

When the Iowa Falls Board of Education decided to participate in the Federal Government's Title I program under Public Law 89-10 by formulating a remedial reading program, realistic observations of local situations were made by school officials.

First, lack of funds and nearly maximum usage of available facilities dictated limitations to the scope of the project.

Second, because a new program would benefit from constant supervision and guidance, a director of remedial reading was employed.

Third, guidelines of procedures were developed by school administrators and program director.

I. SCOPE OF PROGRAM

Grade levels. Formal reading instruction is completed at the sixth grade level in the Iowa Falls schools. Therefore, it was of paramount importance to insure that pupils entering the junior high school had adequate command of the varied reading skills.

With the preceding facts in mind, the first remedial reading program was directed to assist in alleviating the reading problems of selected students on the fourth, fifth and sixth grade levels.

Limitations. Pupils selected for the program were restricted to those students in the upper elementary grades who showed a reading deficiency as a result of the Iowa Test of Basic Skills administered in January of 1966.

Furthermore, to insure that no student whose reading skills needed improvement was excluded from the program, the classroom teachers on the third, fourth and fifth grade levels were requested to recommend students that experienced difficulty in the basic reading series during the 1965-1966 school year.

II. IDENTIFICATION AND SCREENING

Pupils who showed some degree of reading deficiency in either selection procedure were then administered a form of the Bond-Clymer-Hoyt Developmental Reading Test.

The Bond-Clymer-Hoyt Developmental Test is so structured that it gave a grade score in the areas of (1) basic vocabulary; (2) comprehension; (3) reading

organization; (4) reading evaluation; (5) reading appreciation and; (6) an average reading score.

With more specific information from the developmental test as to the number of deficient readers in the three designated grades and consideration given to the limited teaching facilities, it was decided to take those students that showed at least a one year deficiency in reading ability into the program.

Using this guideline, 105 pupils were selected to participate and receive instruction in the remedial program.

III. DIAGNOSTIC EVALUATION

At the completion of the screening procedure the director of the remedial program began the diagnostic evaluation to define specific reading problems of each child. The Bond-Clymer-Hoyt-Silent Reading Diagnostic Test was used to achieve this goal.

This particular test was chosen for three basic reasons. First, it could be administered to a group, thereby using only a limited amount of time to complete the project. Second, the test was easily interpreted and third, the test gave a complete diagnosis.

Areas of measurements provided were:

1. The location within the word where the child tends to make errors.
2. Ability to recognize words in isolation.
3. Ability to recognize words in context.
4. Ability to recognize reversible words in context.
5. Ability to locate word elements.
6. Ability to syllabify.
7. Ability to locate root words.
8. Knowledge of word elements.
9. Knowledge of beginning sounds.
10. Knowledge of rhyming sounds.
11. Knowledge of letter sounds.
12. Ability to synthesize words.¹

IV. INSTRUCTION AREAS

The Iowa Falls Elementary attendance centers were located in four separate areas of the city. Three of these centers contained upper elementary students and were the only buildings considered when surveying available facilities for proper instructional areas.

The West Elementary School had one normal size classroom available and was selected to be the instruction area for the remedial students of that building. Because of its size and adequate storage area, it was also designated as the remedial reading resource center, group testing center, and office of the program director.

¹Guy Bond, Theodore Clymer, Cyril Hoyt, Teachers Manual to Accompany Silent Reading Diagnostic Tests (Chicago: Lyons and Carnahan, 1955), p. 2.

Provisions for an instruction area in the Central Elementary School required the occupying of a room formally used as a teachers' lounge. This room was not as large as a regular classroom, but contained sufficient storage space and was considered acceptable for the small group and individual instruction that the remedial program entailed.

The Blanche Stoddard Elementary School had no available space that could be converted to an exclusive remedial instruction area. A decision was made to share the building library facilities rather than transporting remedial students daily to another instructional center. Actual teaching area was sufficient in the Blanche Stoddard Library, but storage space for remedial materials and equipment was minimal.

V. INSTRUCTIONAL MATERIAL

Room furniture. Funds available for operating the remedial project limited the amount of equipment that could be purchased for the instructional rooms. It was the decision of those concerned with the selection of materials to spend a larger sum of money for reading materials and limit the amount of teaching machines and furniture to a minimum during the first year.

Materials. A firm belief that the child in remedial reading must find success and enjoyment in his efforts to improve his reading skills dictated a basic guideline of high interest and low vocabulary in purchasing books for the department.

To assist in selection of instructional material from the vast amount of materials offered by educational publishers, the files of the State College of Iowa Reading Center were examined. Materials were selected in the following categories: (1) teaching aids; (2) teaching manuals; (3) library books; (4) basic remedial reading books; (5) reading readiness material; (6) consumable materials; (7) tests and; (8) professional books. The original order was approximately 1,750 volumes purchased for the stocking of three remedial reading rooms.

VI. SCHEDULING

Part of the program's guidelines established that all remedial teaching was to be additional to the classroom instruction. Each child received one-half hour of developmental reading instruction in the classroom followed as closely as possible by one-half hour of remedial instruction.

The intent of all professional personnel connected with the program was to avoid taking children from their classrooms during times when subject matter in other areas of the curriculum was being presented.

The scheduling of the remedial program did not effect the normal time scheduling of the classroom teacher as the remedial schedule was worked out to coincide with normal room procedure. The only special scheduling asked of the classroom teacher was that they gave instruction to those students in the remedial program at the beginning of the reading period so their absence from the class would come at a time when other children within the room were receiving reading instruction.

VII. TEACHING PROCEDURE

The major goal of the Iowa Falls remedial program was to offer true remedial reading instruction to the selected retarded readers.

Throughout the year the following procedures were used to establish a sound program or strengthen areas of the program as the need was realized:

1. When possible, instructional personnel were selected for their patient manner and success as reading teachers.

2. In-service training sessions were held previous to starting the program and at intervals throughout the school year.
3. A reading specialist from a nearby university was consulted when problems arose during the course of instruction.
4. Workshops offered by recognized authorities in the field of remedial reading were attended by administrators and program director.

Planning. Long range planning in terms of developing a complete course of study for the entire school year was not evident in the Iowa Falls remedial program.

Classroom procedure was developed no more than one week in advance and the majority was done on a daily basis. These daily plans included purpose, materials, procedure, and evaluation. Not having previous experience or records as a guide, the instructors used a teach-test-reteach approach in their preparation. Detailed records of each student's progress was kept to serve as a guide.

Teaching methods. Teachers were advised of the fact that a common characteristic of the retarded reader was the lack of self-confidence created by

previous failures in his efforts to master the art of reading.

Duplication of normal teaching procedures and developmental practices the child had experienced in the classroom were used only when beneficial to instruction. To avoid the possibility of the remedial student experiencing failure in the early stages of instruction the child was exposed to material below his reading level. An example would be the fifth grade student with a 4.0 reading level would be started in unmarked third grade reading level material. This procedure was used for the purpose of accomplishing two goals, review or relearn basic reading skills and to build the reader's confidence.

To keep interest at a peak during the daily thirty minute periods a variety of instructional methods were used for achieving the goals of the program. The following is a list of class activities:

1. Tape recorders were used frequently to point out reading errors as well as improvement in oral reading.
2. The chalkboard and overhead projector were used for sight identification.
3. Word games, with very little competition, were developed and used by remedial instructors.

4. Free reading, using the variety of books in the resource center was encouraged.

Teaching approach. A strict phonetic analysis approach was basic to the remedial instruction. Structural analysis and sight identification were used as supplementary procedures in isolated cases.

Teaching techniques common to lower elementary instruction were used to develop a sound basis for word pronunciation and word recognition.

Corrective reading. As a supplement to the reading program the remedial students were exposed to a corrective reading approach in the classroom. The Scott, Foresman and Company Open Highways Readers were used for pupils who were having difficulty in the basic reading texts, which included the remedial students. The Open Highways Readers were designed for children with special needs who did not meet the reading expectations of their grade. These books provided for a systematic program for reawakening and quickening interest in reading and for reintroducing, reteaching, reviewing, and reinforcing basic reading skills.¹

¹Marion Monroe, Helen M. Robinson, A. Sterl Artley, William A. Jenkins, Ira E. Aaron, Open Highways Book 4 Guidebook (Glenview, Illinois: Scott Foresman and Co., 1965), pp. 14-17.

Conferences. Parent-teacher conferences were held at the conclusion of the first and third quarters of the school year. Individual parent-remedial teacher conferences were scheduled to be held following the parents meeting with classroom teachers.

The remedial conferences held during November were directed to explaining the remedial program and encouraging acceptance. The conferences held in March were progress reports on each student.

Formal conferences on the classroom teacher-remedial teacher level were held approximately twice each semester. Major points of discussion were the pupil's attitude and his progress in classroom reading.

Testing. Formal testing in the Iowa Falls remedial reading program was limited to the original developmental test to establish who should be taken into the program, the diagnostic testing to establish actual reading deficiencies and concluding developmental test to establish results of one year of remedial instruction. Informal testing was a continuous process throughout the entire school year. Games and word building activities were part of this informal testing. Oral word tests and oral reading were the most commonly used style.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Using funds from Title I of the National Elementary and Secondary Education Act of 1965, the Iowa Falls Community Schools organized and put into operation a remedial reading program for retarded readers in the upper elementary grades.

One full time and three half time reading teachers offered remedial instruction to 105 selected students who had shown at least a one year reading deficiency as a result of reading scores from the Bond-Clymer-Hoyt Developmental Reading Test.

It was the purpose of this study to trace the procedures used to develop this remedial reading program in the Iowa Falls Elementary Schools and was confined to only the 1966-1967 school year. A review of current literature was made to draw together opinions on various aspects of remedial instruction and program development.

The files of the Iowa Falls remedial program were examined and the program director was consulted for varification in making this survey of the project procedures.

I. SUMMARY

Current literature. A general review of current literature produced a variety of opinions on desirable characteristics that may be included in a functional remedial reading program. The following statements provide an overview of opinions.

Remedial instruction would be the responsibility of all teachers and not limited to a special class. It would be a continuous process from elementary through the secondary schools.

Administrative cooperation, well developed guidelines, and teacher competency were basic to a functional remedial program.

Motivation of students who had experienced failure in reading must precede remedial teaching.

Selection of proper materials for starting a retarded reader at his own level, followed by sound teaching practices were needed to build confidence and reading skill.

The importance of the gap between grade level and achievement becoming a necessary factor as the child entered the upper elementary stages of his education was agreed upon. However, little agreement could be found on the issue of when corrective practices must be replaced by remedial instruction.

The problem of remedial instruction becoming a stigma to pupils enrolled would be partially prevented by not labeling classes as "remedial."

Standardized tests properly administered were a valuable tool to the remedial instruction, but would not be considered a complete testing program. Informal testing, especially oral reading, was important in checking progress and diagnosing errors. This diagnosis would be continuous.

Good reading material suited to remedial instruction would receive first priority when purchasing materials for a program. The interest factor and reading level were criteria used in selection of the material.

Iowa Falls Remedial Reading. Lack of finances and available facilities limited the scope of the remedial instruction to those who would benefit most. Since formal reading instruction was completed at the conclusion of the sixth grade, students were selected for the program from the fourth, fifth, and sixth grade levels.

Students who showed a reading deficiency as a result of the Iowa Test of Basic Skills, or were recommended by their teacher from the previous year were

given a group developmental test to determine if they did have a reading deficiency and if so, to what degree.

One hundred five students who showed a reading deficiency of one or more years were enrolled in the program and given a standardized diagnostic test to determine where their reading problems were located.

A remedial instruction area was provided in each attendance center and stocked with necessary equipment. Equipment and instructional reading materials were chosen for its immediate needs and value to the program. Good reading material was given preference over instructional equipment as a result of limited funds.

Remedial students were scheduled for instruction at a time when their absence would interfere least with normal classroom procedure, following developmental classroom instruction as closely as possible.

In an effort to give true remedial instruction, duplication of classroom instruction was avoided. Teaching methods and program organization were constantly being evaluated and improved.

The classroom instruction of the remedial students complemented remedial instruction by ability grouping and use of specially designed developmental reading material.

Conferences were held with parents to explain the program, to encourage their acceptance as well as to give progress reports. Cooperation between remedial teachers and classroom teachers in the form of conferences were valuable in keeping the program child centered.

The testing program was a continuous process started by standardized developmental and diagnostic testing at the beginning of the program, supplemented with a variety of informal testing during the process of instruction and concluded with another form of standardized developmental test.

II. CONCLUSIONS

The availability of federal funds, although beneficial, must not be the determining factor in planning a remedial program. Prerequisites of an effective program must include definite guidelines that are realistic in terms of school needs and resources.

It can be concluded that certain characteristics of remedial instruction, such as highly qualified teachers, well developed methods of instruction, appropriate materials, and a reliable testing program are basic to the development of a remedial reading program.

However, the need for a complete and thorough examination of local conditions is necessary for planning the scope of the program, pupil selection, instructional area, and scheduling.

During the 1966-1967 academic year, the Iowa Falls remedial reading program was successful to some extent in alleviating some of the reading problems of the retarded readers.

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APPENDIXES

APPENDIX A

INDIVIDUAL REMEDIAL STUDENT PROGRESS RECORD

Student _____

Year _____ Grade _____ Tchr. _____
 _____ Homeroom _____
 School _____ Teacher _____
 Chrono. _____ Mental _____ SRA Comp. _____
 Grade _____ Grade _____ IQ _____

Test Used:

Developmental Reading Test
 Bond - Clymer - Hoyt

Date _____
 Form _____
 Vocabulary _____
 Factual (General) _____
 Organize (Specific) _____
 Evaluate-Interpret _____
 Appreciate _____
 Average Reading _____

Comments:

Year _____ Grade _____ Tchr. _____
 _____ Homeroom _____
 School _____ Teacher _____
 Chrono. _____ Mental _____ SRA Comp. _____
 Grade _____ Grade _____ IQ _____

Test Used:

Developmental Reading Test
 Bond - Clymer - Hoyt

Date _____
 Form _____
 Vocabulary _____
 Factual (General) _____
 Organize (Specific) _____
 Evaluate-Interpret _____
 Appreciate _____
 Average Reading _____

Comments:

APPENDIX B.

INDIVIDUAL REMEDIAL STUDENT MATERIAL RECORD

Student _____ School _____

Teacher _____ Year _____

Materials Used:

Building Reading Skills

Speedboat _____
 Steamliner _____
 Jet Plane _____
 Rocket _____
 Atomic Sub. _____
 Space Ship _____

Specific Skills Series (Circle Level) (File answer sheets in folder)

Following Directions A B C D E
 Working With Sounds A B C D E
 Locating the Answer A B C D E
 Using the Context A B C D E
 Getting the Facts A B C D E

Curriculum Motivation Series

Blue Dog _____
 Flying Squirrels _____
 Almost Ghost _____
 Barking Cat _____
 Better Than Gold _____
 Three Green Men _____

Reader's Digest

Level _____

Betts Basic Reader Study Book

Around Green Hills _____
 Down Singing River _____
 Beyond Treasure Valley _____
 American Adventures _____
 Adventures Here and There _____
 Adventures Now and Then _____

Practice Readers (File Ans. Sheets in folder.)

Level A _____
 Level B _____
 Level C _____
 Level D _____
 Level E _____

Other Materials Used: